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ABSTRACT

This paper presents a profile of and an interview with the new superintendent of the Chicago Public Schools, Joseph Hannan. The problems confronting the new superintendent are the same as those faced by the previous superintendent except for the decrease in school enrollment and a financial crisis stemming from a depressed economy. Hannan views his role as an expediter and Provider of services and refers to himself as both a reactor and an implementer. He does not embrace the concept of co-superintendent; one an educator, and the other an administrator, but believes there should be only one administrative leader. One of the most pressing tasks facing his administration is to bring about a positive feeling towards the Chicago public schools. A major goal of the Chicago Board of Education in his view, is administrative reorganization, but his number one priority is in the area of reading improvement and the development of cognitive skills. With regard to desegregation, Hannan believes the critical need lies with the provision of good schools in all neighborhoods and the provision of alternatives so that if parents and children want to go to different locations they can do it. (Author/AM)

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Plight of the Chicago Schools: A Profile of and Interview with the New Superintendent Joseph Hannan

Earl J. Ogletree

Joseph P. Hannan, new General Superintendent of Chicago Public Schools, officially took over the helm from Dr. James F. Redmond, on September 17, 1975.

The school problems confronting Dr. Hannan in 1975/76 differ little from those that faced Dr. Redmond in 1968, except for the decrease in school enrollment and a financial crisis stemming from a depressed economy.

Comparing 1968 with 1975/76, both superintendents face(d) the following difficulties:

(1) $50 million dollar deficit

(2) Increased education budget and vague sources of revenue (Budgets: 1968--$400 million; 1975--$1 billion, 78 million)

(3) Low academic, particularly reading, scores in the schools.

(4) Increased percentage of minority pupils, without a substantial increase in minority teachers (For example the ratio of the number of black teachers to black students is approximately the same in 1975 as it was in 1968 (In 1968, 52% black students to 34% black teachers; in 1975 60% black students to 40% black teachers)

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(5) Threats from H.E.W. to cut off $50 to $100 million in federal funds for failure to sufficiently integrate faculty

(6) Desegregation of pupil population (a practical impossibility today, where 25-26 percent of the pupil population/15caucasion)

(7) Teacher's strike, while a threat in 1968, was a reality in 1975 in which they won a salary increase, reduced class sizes, and health insurance benefits

As with Redmond, the financial, educational and social problems that Hannan has inherited are not of recent origin, but are cumulative, representing decades of socio-educational changes, political pressures and, perhaps, neglect.

Dr. Hannan, who was catapulted from assistant superintendent of facilities planning into the Superintendency of the third largest school system in the country and technically into the second most powerful position in Chicago at the relatively young age of 42, has fallen heir to all the burdens of his predecessor. However, Hannan has in addition, a melange of financial and educational problems that have become major political issues in the power struggle between the mayor of Chicago and the Governor of Illinois that appear to be beyond his control.

It is in this political climate that Dr. Hannan consented to be interviewed for the Kappan.

Ogletree: How do you view your role as the superintendent of Chicago Public Schools?

Hannan: I view it in the sense of recognizing full well we are the third largest school system in America, but I guess more importantly that somehow we have got to reduce the enormity, meaning some 528,000 children, down to the number 1, the single child, which is really the magic number. That probably is the most important thing. It is imperative to get down to individualizing program needs and so that every child in this system, embracing a sort of a zero reject concept, so to speak, is the basis of where we are going.

O: Do you view your role primarily as an administrator or as an educator?

H: I think its very hard to perhaps extrapolate one from the other. I think its one of bringing in an attitude, its one of bringing in an aspect of which we become primarily a service center more than anything else. I would hope my administration would be judged as to how quickly and how efficiently we can provide essential services so the people at the classroom level are able to perform the duties that they were hired to do. I see my role as an expeditor and provider of services.

O: Do you find yourself as more as a reactor implementor at this time?

H: Well, I like to think that we are both. I think that perhaps one of the tragedies has been in our society for so long in

education is that perhaps we have done to much in the area of reacting and not enough in the sense of showing leadership. I say showing leadership in a sense of not perpetuating what we have had to say but to develop some course of action and following what we think would be the overall democratic goals of our society and also the pragmatic goals in a sense of providing our children with an education so that they are going to be able to get jobs and function successfully in a democratic society.

However, at the outset, the job was new and there were immediate problems that needed to be resolved. During the first few months we were involved in teacher negotiations, then we went into a sustained teachers strike (12 days) and then we spend a great deal of time and energies at working towards reversing the Governors veto of $47.2 million dollars coming into Chicago, plus State monies for other cities throughout the State of Illinois. In Septmeber there has been a reorganization of the administrative structure, simplified by decentralizing the operation and administrative responsibilities of the three area offices to the twenty-seven district superintendents, and by grouping most of the central office departments into four service offices each headed by a deputy superintendent. There are a melange of responsibilities. For example, my day starts usually around 6:15am or 6:30am in the morning and I have a number of people

that are starting to come in at that time.* I also try to get out into the community at least one full day a week, visiting schools.* I try to be open so that I can talk to staff members. Frankly, I'm looking forward to 1976, as when we really get the new re-organization fully implemented.

O: Then you don't embrace the concept of co-superintendent--one an educator, the other an administrator--as was suggested when you took office?

H: No, I really don't. I do think that there should be only one administrative leader, but I feel very strongly that in specific areas of expertise you should have the very best you can find. This is why I have decentralized the system into the four service offices: Instruction and Pupil Services, Management Services, Finance Services and Field Services, each administered by a deputy superintendent.

O: What do you see as the most pressing problems facing your administration?

H: I think that one of the pressing tasks that has to be done is somehow inculcate into the entire city a positive feeling towards the public schools. I don't think its unique to Chicago, It is one of the things that has to be done. We do have fine schools; we also have problems we are willing to face

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* Hannan has made himself accessible to board employees and community groups. Suggestion boxes are placed throughout the board of education building.

but we need a great deal of support from the various city agencies, the business community, and the university community to give us a hand and try to make this a better school system. It is an attitudinal problem. I think everyone of the 51,000 people who work for the Chicago Board of Education has to realize that the bottom line is to "please think children" and to do everything they can in their particular job as though their own child were depending upon the decision that is being made. This is a very difficult thing to do. When you're away from the classroom sometimes there is a tendency to forget really what your in business for; we're a service agency, and we're a people agency.

O: What specifically do you see as major goals of the Chicago Board of Education, today.

H: A major priority is the administrative reorganization we have talked about. The number one priority is the area of reading improvement and development of cognitive skills. This is where we are going to put all our efforts, meaning both financial resources as well as human resources. Within the decentralization plan, we have created a new Bureau of Reading Improvement, besides the additional Bureaus of Multilingual Education, Affirmative Action, Leadership Training and Staff Development. We have decentralized the administrative hierarchy right down the line. By giving, I think the principals as well as the district superintendents and others down the line more authority to make decisions and with it is going to have the concomitant dollars so these decisions

can be met with a tangible factor. I think another thing that has to be done is greater linkage perhaps with the other city agencies so that it is recognized that we are a city first and a unique community second. This is where we are working closely with community members who have to also take on a greater sense of the city needs.

O: When you were appointed General Superintendent-elect in August and took office officially in September, there was a great deal of opposition to your election over your immediate Deputy Superintendent, who is black and who has more administrative experience, by certain factions of the black community and in particular Rev. Jesse Jackson, Director of Operation PUSH. The controversy focused on the issue of experience and race. What is your reaction to these critics?

H: In terms of experience, I'm not too sure that anyone has ever been able to set down what the criteria should be for general superintendent of a large school system. So I'd think I'd reject that out of hand. My number of different kinds of experiences,* I think would set me as well perhaps as anybody that has been in the system.** I think part of the role

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* Hannan served as teacher and assistant principal on Nantucket Island. He then served as a lower-echelon administrator of American schools in Athens and Vienna. From there he went on to facility planner for a California consultant firm to assistant superintendent of facility planning for the Chicago schools. Where, in addition to his regular duties, he became known as tireless speaker before groups of parents involved in planning school reorganization.

** A Chicago Tribune reporter characterized the staff's view of Hannan as articulate "...slick, perfect. There's not a thread showing."

of a leader is to try to provide for people who are going to be working with him and a quality of, committments to what you're doing, showing a certain amount of courage and a great amount of integrity, having a positive influence on everybody with whom you work. I think in terms of experience and my perception of this job is very simple. I've come in too young and too high a position to ever even try to consider being able to retire here, so the result is a very healthy thing. I'll probably self-destruct after my four years as superintendent and go on to further perhaps other aspects. I think this is very positive because with this kind of an attitude, perhaps we will be able to do some things that will break some of the stereo types that have occured in "hanging in" so that one can retire.

O: About the issue of race?

H: As far as race is concerned, I never even would of applied for this job, if I felt any single racial group was totally opposed to me being superintendent.* I'm very sensitive to the fact that there is a very strong population in here that is non-caucasion, (70%). I'm very cognizant of the fact

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* Charles Hurst, the former head of Malcolm X College current chancellor of Daniel Hale Williams University and an educational consultant to Operation PUSH commented in an interview: "I think Joe Hannon might surprise us. He's apparently an astute student of the contemporary education scene at the public school level. There is nothing in the background of most people to prepare them for the political and educational complexities involved in being general superintendent of an urban school system."

that blacks and other minorities would like to be General Superintendent of schools and I think this is very desirable in a sense that its an integral part of the American dream, so to speak, of the American aspect for upward mobility. I have no problem in understanding what their thoughts are along those lines. But I don't think it was an issue of race. I don't think the minorities members, who voted their conscience, voted against me because I was white or because I was not black, I think they felt in their own hearts and minds that there were other people more qualified and better able to do the job and I also recognize that. *

O: Wasn't there also some board members who also felt that a black superintendent would be better able to relate to the school community?

H: In terms of their own thoughts. But I think it was the vice-president of the Board (who is black) who once said, "she will always express her opinion and she always feels that others should be able to express theirs." I think that's perfectly fine, I think that really is the kind of society we live in.

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* Since the interview, Jesse Jackson, black parents, and a boycott have pressured the Board to remove a white principal from a Southside all black school. There is a threat of further boycotts. Although Jackson denies it is a racial issue and views his role as a citizen overseer of the schools, the following statement in a letter to the editor of the Chicago Daily News reflects, perhaps, a broader role: "We shall continue to go school-by-school at the community level calling for the care, discipline, motivation and development of our children's educational needs. However, white racism will continue to be challenged when it prohibits effective education at the community level, for it is unfair and unjust that a school system 70 per cent non-white be ruled by a white minority."

O: The Chicago Board of Education is short $50 million as a result of teacher's successful negotiation of a new contract for a salary increase and the Governor's veto of the allocation of State funds under the Full Funding Formula. How do you propose to remedy this problem?

H: Well the outlying school district are exactly in the same dilemma we're in. The veto by the Governor transcended far beyond Chicago. It affected every district in the State of Illinois. Many other districts are in much worse financial straits than Chicago.

What are we going to do about it? We keep pressuring the state as well as Chicago. Constitutionally, the State of Illinois is mandated to provide funding of the school districts under the Full Funding Formula. We are demanding that these dollars come into the various local areas.

What has come out of the Governor's veto is the organization of school boards and administrators up and down the state. They are providing a unified front to pressure the legislature to override the veto.

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* This is now a moot issue for 1975. Although the State house of representatives overrode the Governor's veto, the senate failed by a narrow margin on the last day of the 1975 session. This issue, particularly for Chicago, has become a political football in the power struggle between the Mayor of Chicago and the Governor of Illinois. While of the same political party, they are, nevertheless, political enemies. Hannan and other school administrators hope to effect an override in 1976. Chances for an override appear slim in that down State legislators feel the Mayor of Chicago should "bail out" the Chicago Schools, not the State of Illinois.

Now at the same time we have a responsibility to make certain that every single dollar that is expended is expended in the best interest of the hard hit tax payer. We now have a Deputy Superintendent of Finance. We have broken a tradition. In other words, I think we have to recognize that many people in administrative roles in education are a result of education courses upon education courses and a running a billion dollar corporation, going back to what you said, I think we need the very highest managerial skills that we can find, and I am very optimistic about this. (The Mayor of Chicago and the City Council schools committee has appointed Herbert Johnson, Vice President of Continental Bank to the Chicago Board of Education. It is a Chicago first.)

O: What is your reaction to the Governor's Task Force on the Financial Management and Expenditures Policies of the Chicago Board of Education, created by the Governor in response to your invitation when the Chicago Schools were going to lose $47.2 million as a result of the Governor's 6 percent across the board cut in appropriations for state programs?

H: I think whatever good could come out of the Task Force Report was really wiped out by the political motivations behind it that increasingly became apparent as we pressed legislatures to override the Governor's veto of school appropriations. It diminished any objectivity and value the report might of had. In fact, the initial report stated that we (Chicago schools) did have a very definite need and then as we got closer and closer to an override down in Springfield, it became a political ploy--power struggle between the Mayor of Chicago and the Governor of Illinois.

O: The Report found that the Board of Education mismanaged approximately $331.1 million for 1975-76 through over compensation of staff and over staffing in all categories, accounting and data processing, inventory control, transportation and security in addition to the under collection of property taxes and the loss of federal grant funds. The Report recommended that the Board lay off 1500 staff and custodial people and 1400 office personnel and put a freeze on hiring. What is your comment on these findings?

H: Well, again, its very interesting, and my only comment at this time,* is that the person who is in charge of this Report was also one who recognized when he was running for political office (The Task Force Chairman, who was a former independent Chicago alderman and ran against the incumbent mayor (who has been mayor for twenty years), as an independent, lost by a landslide.) His major campaign issue was the deterioration of and the need for improvement (which included additional funding for the Chicago public schools) that the school system needed as much as almost a quarter of a million dollars in order to function and now a few months later he wants to cut 331 million dollars out of our budget. Again, I think whatever credence that might have come out of the Report has

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* The Chicago Board of Education has made no official response to the Report, as yet.

been totally diminished. Another aspect is budget responsibility. I think the production of our people is critical to the whole nature of the public industries today. I am the first to say that there is going to be a tremendous demand of production out of this school system. The appointments I've made up to this point would indicate some of them are strong task masters that are going to go in and be extremely strong and make some hard decisions that are going to be difficult for certain people to accept. But that's the dimension. I've been brought in as a head coach, and I think if your going to have a winning season you've got to expect the maximum out of everyone on the team. And those that cannot produce, I think they no longer should be on the team.

O: There were some allegations that you would not cooperate in releasing the specific salary figures for Chicago Board of Education personal to the Governor's Task Force?

H: What is came down to, and this is essential, I think the dignity of the individual in the private sector or the public sector is very important. This is not only my strong conviction but it was also the conviction of our attorneys that there was a question as to whether the individual rights of the people in the school system would be violated. Again

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* Reading the Report, the interviewer found it was laced with such value statements as, "The Archdiocese of Chicago school system vs. the Board of Education - doing a better job at a fraction of the cost" or "an excellent example of waste, mismanagement and inefficiency" or "Based upon past performances only an informed public can assure that financial gimmicks will not be a part of..." which appear to make the Report less than objective.

I feel that I have a responsibility to these employees. Now if legally we were told we had to turn these salary figures over, then our department would have complied with this. Then I would go along with it too. But I'll just say, in light of the horrible disclosures that have taken place in our government prior to and subsequent to even this demand, I continue to protect the dignity of every individual in this school system. I have an obligation to do this.

O: Along this same line, the Chicago Public Action Council, a "public watchdog committee," found that the Chicago public schools ranked twentieth in the State in relationship to administrative expenditures and that come up with a 1971 figure of $40.73* per pupil (528,355) and they had a contrasting figure of $4.10 per pupil for the Catholic school system that has about half as many pupils, (234,665).

H: I welcome any of these groups, quote-unquote, "watchdogs". This is important, and I'm very very happy they do exist. I hope they exist in every sector of our society as much as they do in examining the public schools. I say that not being factitious I say it in light of some of the things that have been coming out at the federal and state government level. But I think it's important for all of us to understand that when comparisons are made we are in fact comparing equal kinds

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* The dollar per pupil administrative costs for the public schools (city and suburb) ranged from $25.78 to $52.91 whereas the catholic school costs ranged from $1.61 to $7.34.

of items and systems. The parochial school's you must examine what is considered administration and what isn't; you must examine the local level. There is a great deal of administration including finance that is handled at the local level by people who are not counted as part of the administrative phalanx, but in fact they are. I think it is very difficult to make comparisons, if on a clinical basis you do not compare similar kinds of items.* But I'd be the first one to say to you, that if I have one mandate, its a mandate of making certain that: (1) everyone whose with the school system is carrying out the job they're hired to do, and (2) that constantly I'm keeping a vigil to make sure the dollars are being spent the way they should be. We have a tremendous overburden in cities of this kind, including Chicago, and with what limited dollars there are I think we have to make very certain the programs that have been going on since that time ad infinitum so to speak also have to be evaluated. If there're not working then we have to have the courage to take them out to replace them with something that works.

O: The Report found there was an 18 percent increase in administrative costs between 1974-75. Have you, as the result of the re-allocation of administrators reduced the number of administrators?

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* The Governor's Task Force reported that Chicago public schools overall per pupil costs are $2,300 as compared to $802 for the Chicago catholic school system.

H: Well, I'm certain were going to. It hasn't been totally crystalized at this point but I'll be very disappointed if we don't reduce the number of administrators.

O: In the 1960's the Philadelphia schools had a financial crisis and they cut back on administrators--placing 34 administrators back in the classrooms.

H: Well, it goes beyond a financial crisis. I think to make any decisions based strictly on finances, especially when it means putting people in front of children, and I would hope that anybody who goes back in the classroom for whatever reasons is going back in because they'll be able to do a better job than those they replace.

O: Most administrators were former classroom teachers at one time?

H: Well they may have been classroom teachers at one time or another and more than likely did an exemplary job and were promoted out of the classroom. However, I want to make certain we don't compound the dilemma by putting people in the classroom to simply reduce the budget, I don't think we can attain the goals, we are trying to reach.

O: Pursuing this topic, it has been advocated that since there has been a decreasing pupil population, a decline of 75,000 pupils since 1968 and 35,000 pupils since 1973, and an increase of approximately 4,000 - 5,000 teachers, coupled with the teacher surplus problem that perhaps it would be wise to decrease the number of pupils per class in the inner city to about 15-20, thereby giving individualized attention where it is sorely needed.

H: In terms of how far you reduce, there are very few studies that I am cognizant of that will really give you the magic ratio of teacher to pupil. I think the critical aspect is to have in each one of the working stations, people who are highly committed to what their jobs are supposed to be. Another aspect that I was mentioning is to identify, first of all, the needs of the individuals and to bring the people in that can develop a program that is implementable so that we can reach our goals. I don't say there is an easy matter. I could not sit down here and tell you in X number of years, I'm going to raise the reading level X number, thats been done previously in other school systems and I think its a mistake. I think, however, though, that the process can be developed and that is what we're trying to do right now.

O: Where are you going to make the cutbacks, if you do not get the needed fifty million dollars?

H: I think that we have to just wait and see. When we get somewhere down the road were going to have to make those decisions. At this point, I sincerely believe if we indicate to the world where we are making the cuts it could very well take the pressure off those people who should be giving us the dollars in the first place. The tragedy of our situation is that if anyone would come into the Chicago schools, as well as other urban settings, and didn't come out with a realization of what our extreme needs are, then I would say I question how they could even function as an American

citizen in giving everyone an equal education opportunity. I'm saying that if we constantly put the pressure on the people who should be funding these schools, I'm not ready yet, at a time, when unemployment is at its worst in perhaps some forty years, to start talking about laying people off. Although frankly, if we get down to a no money point, that is probably what is going to have to be done or other kinds of measures, as have been done in the past in this school system and in other school systems. However it goes back to an earlier question you raised and that is: "How do you get the feeling across to all staff members that we are in a crisis and it is not business as usual?" It's very difficult and I think this is something, as general superintendent of schools, I continually have to expound to staff all the way down to the lowest level of the hierarchy.

O: What is the major community and/or political pressure on you, at this time?

H: I think the major pressures from every endeaver is to provide the best schools at the local level. I think this is where community involvement plays a major role that perhaps has been missing in the past. Demands have gone beyond the boundaries of the traditional school organizations; there must be total community involvement--civic, industry, business and parents.

O: What about the pressures for desegration?

H: Desegration in Chicago? I think we have to go back again to the viability of the city, looking at what we have in terms

of the student body. We have a decreasing caucasian population, only 25 percent of the public school population is in fact caucasian. Therefore, I think the critical need is to: (1) provide good schools where ever the children are, and (2) to provide alternatives so that if parents and/or children want to go to a different location that they could do it. I think this is really the issue. How are you going to integrate a school system that is only 25 percent caucasion?* I think it's a moot question.

O: In light of the recently published general achievement and in particular reading scores of Chicago public school students, which were below the national norm, how do you plan to increase the academic achievement in the Chicago schools?

H: There are a number of ways in which to work towards it. I see it as a process, an attitudinal process as much as anything else. In the area for example of reading, I pointed out earlier, that one of the things we wish to do is develop a means of identifying the kinds of people we need to teach. We have to have teachers who can teach reading. I think in many areas we don't have those. Therefore, leadership training and staff development, are two key elements of the new reorganization and those have been put under a very able

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* The question of integration is becoming a "hot" issue in Chicago, as in other large urban school systems. Chicago schools are under pressure from H.E.W. under Title IX of ESEA to integrate teaching staff or possibly lose #100 million in federal grants.

administrator. But this is a critical problem not only at the elementary level, but we have to also zero in at the high school level; there is a tremendous disparity of reading ability. There are a number of people leaving our schools that are not able to carry on either in the job area or to go on to other endeavors of education. This we must change.

O: A week ago the reading achievement scores of Chicago public schools appeared in the newspapers. Why doesn't the Board attempt to indicate why the scores may be low, by publishing pupil absentee and transfer statistics?

H: Well, its not a question of counteracting, because sincerely I don't believe urban school systems have to be on the defensive along those lines. What it shows is that Chicago uniquely showed courage in the sense it came out and publically stated where they were, where the children were at a given point in time, regardless of how it was going to be embraced by the community. It showed that now we know where our individual children are. We have a reading program we feel that can start to move them up the educational ladder as it should be. So I see the release of those scores twofold: One telling the world where we are, but secondly showing a committment to excellence and to bettering them. In terms of absentism and so forth, that's something we have to work on, not to defend nor to use as an excuse for saying why the reading scores are not better.*

* A recent survey of 87% of Chicago principals agreed on three issues: 1) Chicago Schools do not provide a quality education, 2) standardized reading test scores do not accurately reflect the achievement of students, and 3) the home is failing the city's children. (Chicago Tribune, Jan. 7, 1976, p.14.)

O: Nevertheless, there is some justification for examining the correlation, if any, between absenteeism and reading achievement?

H: We have right now at the Department of Research and Evaluation and its headed by, I think, one of the finest people in the country who is extremely knowledgable and is bringing a new clinical aspect to an educational system which is tremendously needed. So I feel that out of it is going to come some unique ways of analyzing our needs.

O: In many schools, there is such a heavy emphasis on reading, teachers complain that there is little or no time for arithmetic, social studies, science, etc. In some schools, only reading and arithmetic are taught?

H: When I said we'd better go into and intensify reading I certainly don't mean we dominate the day by reading. We need skilled technicians in the area of reading, but also very aware that reading is the bench mark for so many other things. That doesn't mean reading alone and not to carry on the rest of the program. I think that if that is being done, the programs are not realistic in their nature. So if that is occuring, and I'm sure it is in some places, it is not realistic in terms of the very nature of the school system and its intent.

O: You have about two dozen different types of reading programs in the Chicago schools under Title I and Title III. Inner-city teachers are saying there is too much innovation, too many changing programs etc, to carry out a viable, continuous program. They seem to be more of a hinderance than a help

in terms of allowing the classroom teacher to teach the child as he or she feels the child should be taught.

H: I think anyone who has done any teaching is not going to be dissuaded from doing the things that they think can best be done to help their children. In terms of our reading system, and I emphasize the word system, really what we're talking about in the continuous progress is to individualize the needs of the children and to take them from there. I'm the first one to agree that if the children are not in school you're not going to be able to teach them. If the teachers are not in school you're not going to be able to carry on the program. If the schools are not safe you're not going to get neither the student or the teacher in those schools. So its not the case of trying to extrapolate one aspect of the problem. Its looking at the totality of the school system and I think this reorganization is reflecting the whole aspect of what I'm saying.

O: Do you plan to keep the continuous progress program in that its been rumored that the program is not really that well organized in terms of implementation and evaluation, and teachers simply do not have enough time to punch skill cards for each student.*

H: Well, I think that what we constantly have to do is to update,

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* The Continuous Progress Program will probably be a contractual issue between the CTU and the Board in 1976. The CTU wants the program dropped from the curriculum.

to moniter, to cut out what doesn't work and to continue again to use the word process. To be very honest, one of the things I think that has to be done is to depersonalize the school system so that no single individual is making a recommendation for maintaining something simply because he or she may have been part in the earlier development. And this is critical. I think that we have to again shed names, shed personality cults, and develop whatever we're doing based on the needs of the school system and the children. As far as the program in general and the punch cards in particular, we're looking at these right now. But that doesn't mean that the whole reading plan isn't working. It means simply that there may be an aspect of it that has to be monitored. I think if we're not constantly monitoring the system, I think that is a disservice.

O: With an increased Spanish-speaking population migrating into Chicago, what is your position on bilingual education as a transitional vs. a maintenance program?

H: One of the departments we've established is a new Bureau of Multi-lingual Education. The reason for a general language rather than a specific language bureau was that we have to determine what the needs are. Again I don't think its an either/or situation. Its a process, its a time and/place. We have right now the greatest wave of immigration coming into Chicago and other cities that we've had for 40 or 50 years. Far beyond the Latin population, we're getting the Balkan countries, Italians Greeks, and a great diversion of Asians coming in because they want to live in this country.

I think its important that we proceed along two fronts: One is certainly to keep the culture of native country, which would be a maintenance factor, and certainly the second aspect would be the transition of getting into English. But I don't think you get the people into bilingual education to agree what the proper modus operandi is. I'm confident that the way to approach it is to recognize the fact that we have the concern and to open up a larger spectrum so that we don't have the same people making the same assertions and decisions as to what programs we should develop.

O: Certification of bilingual/bicultural teachers is a national issue. Do you see the possibility of bilingual teacher certification in Chicago?

H: I see the possibility. I think that as the Chicago Board of Education said last week and I agree I think that anybody who works at the Chicago Board of Education certainly should be able to speak and write standard English, and we have people who are bilingual, but neither competent in their native language nor English. The whole area of certification is one that is being looked at here in Chicago and throughout the State.

O: What do you see as the future for the Chicago Public Schools?

H: I see a very bright future. I see a future of alternative schools, greater linkages with the business communities such as at O'Hara Airport, with the banking community, hotel management, the Merchandise Mart and other enterprises. For

example, I would expect very soon that we'd be opening some magnet schools for students interested in every aspect of O'Hare Airport, which is the second largest employer with 33,000 people in the city. The schools will be open to students who are interested in occupations and professions anywhere from baggage handler to hotel to air controller tower types, security personnel and airline personnel. I see a far greater involvement with industry, and welcome industry coming in and I don't want to feel as secular as some people do in education that we know more than business does, because we don't. I think the viability of the school system is correlated with service to people. The specialized high schools, the magnet high schools are just a few of the alternative options we are planning to develop for the school population of Chicago.

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